

*Designing MFL-education / Evaluating MFL-education***D1. Defines MFL learning objectives and curriculum**

The MFL teacher structures the curriculum for the subject/s and/or formulates learning objectives within the curriculum on the basis of recent insights into subject methodology and linked to the core objectives, end objectives and CEFR goals (Common European Framework of Reference), communicative language and content goals, exam programmes, qualification portfolio and cross-curricular themes.

**D2. Follows a systematic design cycle**

The teacher follows the complete design cycle (analyse, design, implement, evaluate and adjust) when developing the learning plan, and incorporates contemporary or innovative teaching materials that are appropriate, effective and meaningful.

**E1. Communicatively tests and determines students' learning progress**

The teacher designs communicative tests, assesses the results, and analyses and evaluates the aggregate of these assessments to systematically monitor the learning, behaviour and personal development of students.

*Implementation of MFL-education***I1. Guides the development of students' learning skills**

The teacher places students' learning processes at the centre of their teaching and encourages shared responsibility among students. The teacher uses effective strategies to assess the development of learning skills, digital competence and self-regulation of students.

**I2. Guides MFL-learning processes**

The teacher supports students in acquiring knowledge and skills and uses insights from subject methodology. The teacher has a toolbox with a variety of didactic methods and aids that they use purposefully, depending on what they want to achieve in a particular context.

**I3. Organises MFL-activities**

The teacher organises their own work and educational activities, participates in activities in and outside school and takes shared responsibility for the functioning of the school organisation.

**I4. Contributes to students' personal development and their development as global citizens**

The teacher actively stimulates students' personal development and encourages students to become conscientious global citizens in a diverse society, by making connections with students' personal experiences, their professional identity and/or further study, other school subjects, and a broader social context.

**I5. Deals with diversity and promotes inclusion**

The teacher builds a meaningful relationship with students, values diversity, signals areas for development, and creates fair educational chances, so that all students can reach their full potential.

**I6. Promotes a safe school environment**

The teacher promotes the living and learning climate in a group and in the school, in cooperation with students, colleagues and parents.

*Mastery of the subject***S1. Language skills**

The English teacher has a proficient, CEFR level C2, command of all English language skills.

**S2. Linguistics**

The English teacher is able to describe the sounds, forms and phrases contrastively, using correct terminology

**S3. Culture**

The English teacher has a broad, current and historical knowledge of the English-speaking cultural area (country, society, history and geography)

**S4. Literature**

The English teacher has knowledge of literary movements and their canonical texts and are able to systematically analyse and interpret these and other types of texts.

*Professional attitude and conduct***P1. Engages in professional development**

The internationally oriented teacher gains new insights, both through working together and through individual activities, with regard to current professional, pedagogical and cross-curricular aspects for their own development and that of the school. The teacher is able to place their own professional knowledge in an intercultural or international perspective. The teacher participates in networks within and outside their own school context.

**P2. Uses their research capabilities to improve MFL-education**

The MFL teacher uses their research capabilities to improve MFL-education in practice.

**P3. Develops their professional identity**

The internationally oriented teacher shapes their actions in teaching situations on the basis of a personal vision and ethical considerations, is able to make their actions explicit and justify them, and is able to place their own professional image in an intercultural or international perspective.

**P4. Communicates professionally**

The MFL teacher's spoken and written communication in the target language is professional: C2 level English